DOCUMENT RESUME

ED 162 675 JC 780 586

AUTHOR Berry, James J.
TITLE The Community College Faculty Member: A Brief Review of the Literature.
PUB DATE 78
NOTE 19p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *College Faculty; Community Colleges; Faculty Workload; *Junior Colleges; *Literature Reviews; Professional Recognition; Teacher Attitudes; Teacher Background; *Teacher Characteristics; Teacher Qualifications; Teacher Role; Teacher Salaries

ABSTRACT

A review of the literature on the community college faculty member is presented. In contrast to the college and university professor, the community college faculty member does not possess a persona that has been subject to treatment in the media. The academic literature portrays this faculty member as the doctoral candidate that couldn't make it, as a recluse hiding behind the classroom door, and as an employee of an institution that is often perceived as the lowest rung in the ladder of higher education. Studies are consistent in their statistical description of the typical community college faculty member as a white male, 31 to 50 years old, holding a masters degree. Few of these faculty members have earned degrees from high status universities. Their main activity is teaching, though studies suggest many would like to give more time to research and professional writing. The salary of the faculty is between the mean salary for the college and university assistant and associate professor. Many studies have been concerned with job satisfaction, acceptance of community college philosophy, reference group identity, and characteristics of outstanding instructional methods. The future for community college faculty depends on how the colleges are funded, as well as the scope and function of community college education. (Author/MB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED162675

THE COMMUNITY COLLEGE FACULTY MEMBER:
A BRIEF REVIEW OF THE LITERATURE

JAMES J. BERRY

OAKLAND COMMUNITY COLLEGE

1978

UNPUBLISHED PAPER

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

James J. Berry

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

JC 780 586

ABSTRACT

The purpose of the present paper is to highlight the empirical literature on the community college faculty member to develop a more realistic profile of this complex person. In contrast to the college and university professor, the community college faculty member does not possess a persona that has been subject to treatment in various media. The academic literature portrays the community college faculty member as the Ph. D. candidate that couldn't make it and as a recluse hiding behind the classroom door. The community college faculty member performs his or her teaching in an institution that is often perceived as the lowest rung in the ladder of higher education. Studies are consistent in their statistical description of the typical community college faculty member as a white male, 31 to 50 years old, holding a masters degree. Few community college faculty members have earned degrees from high status universities. The main activity of the community college faculty is teaching. Faculty do not engage in much research but studies suggest that many would like to give much more time to research or professional writing. Little know about service activities of community college faculty. The salary of the faculty is between mean salary for the college and university assistant and associate professor. Many studies have been concerned with job satisfaction of faculty, acceptance of community college philosophy, reference group identity, characteristics of outstanding teaching and instructional methods used. For the community college faculty member, the decade has ended in an atmosphere considerably different from the beginning of the decade. The

future depends on how community college education is funded, as well as the scope and function of community college education in the coming decade. A supplementary appendix is included.

TABLE OF CONTENTS

THE COMMUNITY COLLEGE FACULTY MEMBER ---------- 1

REFERENCES ---------- 9

APPENDIX ---------- 11

After the student the most important element in the community college is the faculty.

--Charles Monroe

Three basic elements of classroom learning in the community college are the faculty member, the student, and the subject matter under consideration. This paper will facus on the first element--the faculty member.

Who is the community college faculty member? To answer this question one cannot consult sources outside the academic literature. In contrast to the college and university professor, the community college faculty member does not possess a persona that has been subject to treatment in various media. Since 1828 when Nathaniel Hawthorne incorporated some of his college experiences at Bowdoin College into his first novel, Fanshawe, many other American writers have selected the college and university campus as the setting for their novels. Yet, one can hardly declare that this is the case for the community college. An exception to this pattern of non-treatment of the community college in various media was the film "American Graffiti". The plot of this film centered on whether two male high school graduates would remain in their small home town, Modesto, California, and attend the local community college or leave to attend a small liberal arts college on the east coast. The film ends with one staying and the other leaving.

Turning to the academic literature one will often find an unattractive portrayal of the community college faculty member. Jencks and Riesman (1968), in The Academic Revolution, depict the community college faculty

member as "the Ph.D. candidate who couldn't make it" and as "the former high school teacher who wanted to get into higher education". Arthur M. Cohen (1976) portrays the community college faculty member as a "recluse" hiding behind the classroom door.

A purpose of the present paper is to highlight the empirical literature on the community college faculty member to develop a more realistic profile of this complex person.

First of all, the community college faculty member performs his or her teaching in an institution that is often perceived as the lowest rung in the ladder of the American system of higher education. While some higher education scholars still view the community college as the fastest growing institutional type in higher education, in relation to the number of students served and the number of institutions, one finds that these higher education scholars still view the community college as an institution of "suspect" academic quality--i.e. "the slums of higher education." This negative perception is reinforced by the questionable research of Astin (1978). In his study, entitled Four Critical Years, Astin argues that community colleges "provide important services to adults, part-time students, and those pursuing technical courses" but "for a vast number of 18- and 19-year-olds they provide the illusion of opportunity or very little more than illusion".

Numerous surveys of community college faculty have focused on the categorical variables of sex, age and ethnic identification as well as type of degree's held. These studies are consistent in their statistical description of the "typical" community college faculty member as a white male, 31 to 50 years old, holding a masters degree (Fulton and Trow, 1975).

A review of the literature by Brawer (1975, p. 2) led her to conclude

that the percentage of community college faculty with doctorates is three to nine percent and those with the masters is sixty-five to eighty percent. In addition, studies indicate that a higher percentage of faculty who teach in academic programs hold a masters degree and doctorate than those in occupational programs (Bushnell, 1973, p. 33).

Studies on newly hired community college faculty indicates that the majority of them are males, who hold a masters degree and have some teaching experience. (Phair, 1977).

As for "pedigree" of higher education experiences, data presented by Fulton and Trow (1975, pp. 6-7) indicates that 18 percent of the community college faculty earned their highest degree at a large high status university and seventy percent of faculty at such universities earned their degrees at large high status universities. Along the same lines, Brawer (1976) found that twenty-five percent of a national smaple of community college humanities faculty had been former students at a community college and that twenty-eight percent of the non-humenities faculty were former students.

In terms of social origins, Fulton and Trow (1975, pp. 6-7) report that thirty percent of a national sample of community college faculty indicated that their fathers were manual workers, as compared to only fifteen percent of the faculty at "level one" universities. Godfrey and Holmstrom (1970, p. 206) found that forty-three percent of a national sample of community college faculty indicated that their fathers held less than a high school diploma.

Logan Wilson (1942) in the Academic Manand most other scholars of highter education faculty have categorized the major faculty roles as teaching, research, and service. As Blackburn (1974, p. 81) writes: "Teaching is the dominant activity of faculty. More time is devoted to it

than any other responsibility; faculty highly value the activity; and they derive great pleasure and satisfaction from it, at least when classes go well".

The main activity of the community college faculty is teaching. Brown and Romoser (1976), in a survey of 27 community colleges, found that the average number of contact hours was 15 and the aggregate weekly student contact hours per FTE faculty was 457 hours. Brawer (1975, p.3) comments: "the average number of class hours taught by each instructor in the two-year college is 15 to 17 hours per week, compared to an average of 9 to 12 hours per week at four year institutions."

While the traditional "anatomical" approach to workload has many short comings and is uable to distinguish a faculty member's "substantive behavior from the symbolic rituals" in which he or she also engages, it is enlightening to look at the activities performed in a "typical day". Cohen (1975, p. 20) reports that in a "typical day" a community college faculty member spends three to four hours in classroom instruction; that 26.9 percent of the faculty spend over an hour in reasearch of professional writing; the 51.8 percent spend over an hour in administrative activities; that 10.6 percent spend at least an hour devoted to professional association work; the 25.9 percent spend an hour engaged in communtiy service, that 56 percent spend at least two hours in student interaction outside the class and that 51.1 percent spend the same amount of time with informal interaction with colleagues; reading student papers or tests and planning instruction involves an additional two hours for 54.6 percent of the faculty.

In relation to the second faculty role, which is research, community college faculty are not expected to publish or do research and, for the most part, they do not do so. The ACE 1972-1973 survey of community

college faculty and faculty members at colleges and universities revealed that 86.8 percent of the community college respondents had published nothing in the previous two years, compared to 57.3 percent of the total group (Bayer, 1973). Cohen (1973, p. 18) reports that 29 percent of the community college faculty, have had an article published in a journal in their field. However, Cohen (1975, p. 20) does indicate that 61 percent would like to give much more time to research or professional writing. Of interest, is the tendency for community college faculty members of English to write and publish more than faculty in other disciplines.

In many respects the community college faculty service role is a taboo topic. It has rarely, if at all, been studied and faculty seldom raise the topic or request official guidelines about it. The service role if recognized, often takes the form of a speakers bureau or working at an information booth for student recruitment. However, one could argue that a "community" service role should be a functional role of the community college faculty member.

Much information is available on salaries paid to community college faculty members (Bayer, 1973; Brawer, 1975). With remarkable consistency, data the past three decades shows that the community college faculty member earns a salary between the median or mean salary for the college & university assistant and associate professor. AAUP data from the academic year 1977-1978 reveals the same trend: the mean salary for the community college faculty member at 17,360 dollars is between that of the assistant and associate professor ranks at colleges and universities (Fact-File, 1978, p. 11). One should note, that for the year 1977, the average income for a high school graduate over the age of 25 with no college, is 17,110 dollars (U.S. News and World Report, Aug. 21, 1978, p. 76).

Community college faculty appear to be generally satisfied with their

jobs (Bushnell, 1973; Cohen and Brawer, 1976; Garrison, 1967). Yet careful reading of these studies indicates expression of faculty discontent with working conditions. (Typical complaints are with a "lack of time" and with "administration".) Thus, one finds conflicting reports within the studies.

In a study, that clarifies some of the research in this area, Friedlander (1978, p. 237) found that scores on a measure of Work Activity Satisfaction, and that measurement of General Work Satisfaction is a better predictor of satisfaction with one's current teaching position. In other words, Friedlander's study supports the notion of the multidimensional nature of job satisfaction.

Empirical studies have found the community college faculty ambivalent in their acceptance of the community college philosophy (Hill and Morrison, 1976; Leslie, 1973; Medsker, 1960; Morrison, 1972). Acceptance of the community college philosophy appears to be unrelated to variables such as age, sex, highest degree held, social class background, years of teaching and teaching area. On the other hand, acceptance of the community college philosophy has been found to be related to course work taken on the community college, the person's educational philosophy and--as one would expect--preference for teaching at the community college.

Over the years, in the communtiy college literature, concern has been expressed over the reference group identity of community college faculty (Medsker, 1960; Medsker and Tillery, 1971). Studies reviewed by this writer have reported that the percentage of faculty preferring to teach at a college or university ranges from 60 to 30 percent. Viewed over a 20 year period of time the data suggests a decrease in the reported preference for teaching at a college and university.

The importance of reference group identity is made explicit in a

recent study by Morrison and Friedman (1978). They found a positive relationship between teaching effectiveness as perceived by students and the reference group identity of the faculty member, with faculty members having a community college reference group identity being perceived as more effective teachers.

Variables that tend to be related to a community college reference group identity are haveing taken education courses at the undergraduate or graduate level and holding a masters degree (Hill and Morrison, 1976).

A traditional means of evaluating the faculty is through the use of student ratings. However, "is remains highly unlikely that any rating form will ever touch what many faculty believe is the essence of teaching (Blackburn, 1974, p. 81)". Furthermore, student evaluations have been found to be influenced by the students expected grade, as well as the faculty members personality (Nelson and Reyes, 1976; Powell, 1975). Also, Fiedler and Gillo (1974) have found that community college administrator's tend to give higher ratings to faculty who use traditional instructional methods--i.e. lectures as opposed to audio-visual materials and other means.

Hill (1976) examined the characteristics of community college faculty who have received a formal award for outstanding teaching. In contrast to faculty who had not received such recognition, Hill (1976, p. 14) found that the outstanding group was substantially more "research oriented than the nonrecipients" and were more satisfied with their jobs. Also, the "outstanding teaching" group belonged to more professional organizations and had presented more papers at organizational meetings than their colleagues.

Turning to instructional methods, the lecture-discussion mode is the most commonly used method by community college faculty (Brawer, 1975,

p.33). In comparison to faculty at public colleges and universities, Wilson et al (1975, p. 21) reports that community college faculty appear to be more "student-centered" and tend to follow the textbook more closely, describe objectives more often and take more precautions to prevent cheating.

In relation to alternative methods of instruction, Cross (1975) found a trend toward an increasing use of individualized instruction--especially the use of self-pacing methods and skill centers. However, her findings need to be tempered by the reports of Handleman (1976) and Blai (1977) who find a trend for community college faculty to be holding more traditional attitudes toward instruction than they did in the early 1970's.

What does the future hold for the community college faculty member? One can say that the decade has ended in an atmosphere considerably different from the beginning of the decade. Consider the facts that state boards, state chancellors, and state bureaucracies are a growing trend and the effects of competition from colleges and universities, area-vocational schools. Consider the facts of unionization and the leveling of enrollments. Consider the "taxpayers" revolt that is spreading the country. In the opinion of the present writer, the future of the community college faculty member depends on how the following three questions are answered:

1. Who should pay for community college education?
2. What is the scope and function of community college education?
3. How do you maintain quality with open access?

In addition, more knowledge is needed in terms of what factors hinder the job performance of the community college faculty member and how these factors can be changed.

REFERENCES

Astin, A. Four Critical Years. San Francisco: Jossey-Bass, 1978.

Bayer, A.E. "Teaching Faculty in Academe: 1972-73." ACE Research Reports, 1973, 8(2), pp. 1-68.

Blackburn, R.T. "The Meaning of Work in Academia." In J.I. Doi (Ed), Assessing Faculty Effort. San Francisco: Jossey-Bass, 1974.

Blai, B., Jr. "The Views and Values of Harcum Faculty." 1977 (ED 146 980)

Brawer, F.B. The Humanities in Two-Year Colleges: The Faculty in Review. Los Angeles: ERIC Clearinghouse for Junior Colleges, 1975. (ED 111 469).

Brawer, F.B. "Functional Potential". 1976 (ED 128 049).

Brown, B. and Romoser, R. "Full-time Instructional Load Policies in Selected Community-Junior Colleges." 1976 (ED 121 367).

Bushnell, D. Organizing For Change. New York. McGraw-Hill, 1973.

Cohen, A.M. "Hiding Behind the Classroom Door. The Community College Teacher Has Become a Recluse." Chronicle of Higher Education, 1976 July, 26. (Also: see ED 125 681).

Cohen, A.M. and Brawer, F.B. "An Analysis of Humanities Education in Two-Year Colleges." 1976 (ED 121 358).

Cross, K.P. "1970 to 1974. Years of Change in Community Colleges." Findings, 1975, 11(2), pp. 5-8.

Fact File. "Faculty Compensation." Chronicle of Higher Education, 1978 July 17, pp. 9-12.

Fiedler, F.E. and Gillo, M.W. "Correlates of Performance in Community Colleges." Journal of Higher Education, 1974, XLV(9), pp. 672-681.

Friedlander, J. "The Relationship Between General Job Satisfaction and Specific Work--Activity Satisfaction of Community College Faculty." Community/Junior College Research Quarterly, 1978, 2(3), pp. 227-240.

Fulton, O. and Trow, M. "Students and Teachers" in Teachers and Students, M. Trow (Ed). New York: McGraw-Hill, 1975.

Garrison, R.H. Junior College Faculty. Washington, D.C.: American Association of Junior Colleges, 1967. (ED 012 177).

Handleman, C.H. "Faculty Views on Instruction and Curriculum at Broward Communtiy College". Community College Social Science Journal, 1976-1977, 1(1), pp. 51-63. (Also: see ED 112 956).

Hill, A. "Outstanding Instructors," in The Humanities in Two-Year Colleges: Faculty Characteristics. Los Angeles, California: ERIC Clearinghouse for Junior Colleges, 1976. (pp. 11-17).

Hill, M. and Morrison, J.L. "The Relationship of Selected Community College Attitudes, Socialization Experiences, and Reference Group Identities." Community/Junior College Research Quarterly, 1976 1(1), pp. 25-50.

Jencks, C. and Riesman, D. The Academic Revolution. Garden City, New York: Doubleday, 1968. (pp. 481-492).

Leslie, L.L. "Acceptance of the Community College Philosophy Among Faculty of Two-Year Institutions." Educational Administration Quarterly, 1973. 9, pp. 50-62.

Medsker, L.L. The Junior College. New York: McGraw-Hill, 1960.

Medsker, L.L. and Tillery, D. Breaking the Access Barriers. New York: McGraw-Hill, 1971.

Morrison, J.L. "Socialization Experience, Role Orientation, and Faculty Acceptance of the Comprehensive Junior College Concept." Review of Educational Research, 1972, 42, pp. 573-588.

Morrison, J.L. and Friedman, C.P. "Community College Faculty Attitudes, Socialization Experiences, and Perceived Teaching Effectiveness." Community/Junior College Research Quarterly, 1978, 2(3), pp. 119-138.

Nelson, B.W. and Reyes, R. "Student-Faculty Personality Styles and Their Impact upon Student Achievement." 1976. (ED 128 033).

Phair, T.S. "Stuffing Patterns in Public California Community Colleges, a 1976-1977 overview." 1977. (ED 135 433).

Powell, R. "Grading Style and Student Evaluations of Faculty." 1975. (ED 118 165).

Wilson, R.C. et al. College Professors and Their Impact on Students. New York: Wiley-Interscience, 1975.

APPENDIX

THE COMMUNITY COLLEGE FACULTY: A BRIEF BIBLIOGRAPHY

The literature suggests that:

- The typical community college teacher is a white male, 31 - 50 years old and holds a masters detree.
- The percentage of facutly with doctorates is 3 to 9 percent, with masters 65 to 80 percent, and with bachelors 14 to 27 percent.
- A higher percentage of community college report that their fathers were manual workers than faculty in other institutional types in higher education.
- Only a small percentage of faculty were students in a community college.
- A higher percentage of community college faculty have held a full-time non-academic position since earning their bachelors degree than those in other institutional types.
- The average salary of a full-time community college teacher ($15,588) is between the average salary of an assistant and associate professor employed at a college and university. (1975)
- A higher percentage of community college faculty belong to collective bargaining units than faculty in other institutional types. The most common membership is NEA.
- 70 percent of community college faculty spend over 13 hours a week in scheduled teaching.
- About 10 percent of the community college faculty publish in journals. Community college faculty in English write and publish more than faculty in other disciplines.
- Community college faculty tend to be more conservative on political issues than faculty in colleges and universities.
- Some faculty identify with colleges and universities as their reference group.
- Faculty who identify with the community college as their reference group tend to accept the goals of the community college, and are perceived by students as more effective teachers.

[2]

- Faculty in community colleges tend to emphasize the goal of self-knowledge more than skills and knowledge competency when compared with faculty in colleges and universities. However, differences exist between community college faculty in different disciplines.

- Faculty who have been identified as "outstanding" teachers are more likely to be working toward a doctorate degree, read two or more journals within their discipline, read a professional education journal, strongly disagree with patterning their course after their college experience and do not consider the university their reference group.

- Concerns of the faculty are salary and lack of time for tasks related to teaching.

- Faculty tend to be satisfied with their job but dissatisfied with working conditions.

- Humanities faculty rank the following values highly: self-respect, wisdom, inner harmony and family security; nonhumanities rank: family, security, self-respect, inner harmony, and sense of accomplishment.

REFERENCES: THE FACULTY

1. Brawer, F.B. The Humanities in Two-Year Colleges: The Faculty in Review. Los Angeles, Calif.: ERIC Clearinghouse for Junior Colleges, 1975.

2. Bushnell, D. Organizing for Change: New Priorities for Community Colleges. New York: McGraw-Hill, 1973.

3. Cohen, A.M. The Humanities in Two-Year Colleges. Los Angeles, Calif.: Center for the Study of Community Colleges, 1975. (ED 115 314)

4. Cohen, A.M. and Brawer, F.B. "Who Teaches the Humanities?" Community and Junior College Journal, 1977, 47(5), pp. 10 - 12.

5. ERIC Clearinghouse for Junior Colleges. Faculty in an Innovative Community College. Los Angeles, Calif.: ERIC Clearinghouse for Junior Colleges, 1974. (ED 094821)

6. ERIC Clearinghouse for Junior Colleges. "About the Faculty". Los Angeles, Calif.: UCLA, 1976.

7. Friedlander, J. "The Relationship Between General Job Satisfaction and Specific Work-Activity Satisfaction of Community College Faculty". Community/Junior College Research Quarterly, 1978, 2(3), pp. 227-240.

8. Hill, M. and Morrison, J.L. "The Relationship of Selected Community College Attitudes, Socialization Experiences, and Reference Group Identities." Community/Junior College Research Quarterly, 1976, 1(1) pp. 25 - 50.

9. Joseph, H.J. "And Gladly Wolde He Lerne, and Gladly Teche: Desirable Values for Community - College Faculty." 1977. (ED 145 888)

10. Lombardi, J. Faculty Workload. Los Angeles, Calif.: ERIC Clearinghouse for Junior Colleges, 1974. (ED 097 925)

11. Morrison, J.L. and Friedman, C.P. "Community College Faculty Attitudes, Socialization Experiences, and Perceived Teaching Effectiveness." Community/Junior College Research Quarterly, 1978, 2(3), pp. 119-138.

12. O'Banion, T. (Ed.) "Developing Staff Potential." New Directions for Community Colleges, 1977, 19. (ED 144 627)

13. Powell, R. "Grading Style and Student Evaluation of Faculty". 1975. (ED 118 165)

14. Taylor, J.R. "Collective Bargaining and the Community College". 1977. (ED 142 250)

15. Weddington, D. "Faculty Attitudes in Two-Year Colleges: A Review of the Literature, 1960 - 1974". 1975. (ED 149 807)

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 5 5 1979

CLEARINGHOUSE FOR
JUNIOR COLLEGES